



The Charter Schools Educational Trust

Transforming lives through the power of inclusive education

Lyndhurst Primary School Development Plan September 2021 – August 2022

| Section A: Leadership and Management | | | | |
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| Intended Outcome | Current Position | Planned Actions 21-22 | Who/When | Intended impact and success criteria |
| Improve the capacity of middle leadership - phase leaders and Special Educational Needs Co-ordinator. | Phase leaders Newly appointed Special Educational Needs Co-ordinator 1 Phase Leader has leadership qualification | Dedicated time out of class for middle leaders to progress tasks linked to SIP. Clarify roles and responsibilities of phase and subject leads and Special Educational Needs Co-ordinator to avoid duplication. Special Educational Needs Co-ordinator to successfully engage in Special Educational Needs Co-ordinator qualification. | SENIOR LEADERS (Start Aut 21) | Clear roles in place for middle leaders and Special Educational Needs Co-ordinator. Duplication avoided. |
| Develop of curriculum subject leads | Subject leads involved in leadership tasks in varying degrees. | Deputy Head to work with subject leaders – implementing strategic calendar of leaders (audit, staff training, monitoring, assessment) | DEPUTY HEAD (Spr 22 – Sum 22) | Subject leads successfully carry out strategic plan including audit, monitoring, training, assessment. |
| Creation of a professional development cycle | Inconsistency of approach and lack of quality of assurance. | Implement trust appraisal policy. SENIOR LEADERS ensure consistency of approach and appraisal cycle Staff to self -audit against professional standards Phase Leaders to appraise tas and nns within their teams. | SENIOR LEADERS (Start Aut21 – Sum22) | Appraisal and professional development cycle is consistent for all. Positive feedback from staff survey and appraisal comments. |

| Section B. Quality of Education | | | | |
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| 1. English | | | | |
| 2. Maths | | | | |
| 3. SEND | | | | |
| 4. Assessment | | | | |
| 5. Wider Curriculum | | | | |
| Intended Outcome | Current Position | Planned Actions 21-22 | Who/when | Intended impact and success criteria |
| 1.1 Improve writing outcomes through explicit focus on oracy and vocabulary | Summer term data shows low attainment in most yr groups. Vocabulary needs development. | Introduce whole school English curriculum. Visit other schools and develop research based practice. Planning, Lesson observation and book looks. SP&L detailed on planning. | Literacy Co-ordinator (start Aut 21) | All teachers aware of best practice. Book looks show increased use of accurate subject specific vocabulary. |
| 1.2 Embed opportunities for proof reading and editing | Patchy practice, stronger at top end of school. | Staff meeting on proof reading and editing. Proof reading and editing detailed on planning. | Literacy Co-ordinator (start Spr 22) | Evidence of proof reading and editing in book looks. |
| 1.3 Review phonics provision and embed consistency of approach across the school | Using letters and sounds and Jolly phonics, Books matched to phases in some areas. | Baseline phonics N-KS1 plus for those in KS2 with SEND, Identify and resource interventions. Staff training on best practice. Audit of books. Introduce Little Wandle (Implementation Plan to be written) | Phonics Lead (Aut 21 – Jan 24 th) | Consistency of approach in phonics teaching. Books match phonics scheme. |
| 1.4 Introduce and embed Letter Join scheme throughout school. | Variety of approaches used to handwriting. | Train staff on using letter join scheme. | Literacy Co-ordinator (Aut 21) | Handwriting scheme consistently in use across the school. Book looks show high teacher expectations and improvement in handwriting. |
| 1.5 Improve guided reading across the school | Mixture of guided and whole class reading across the school. | Ensure whole school approach to guided reading. Refresh guided reading books and teacher resources. Establish whole class guided reading in year 3 – 6. Guided reading is explicitly timetabled and monitored. | Literacy Co-ordinator (Spr 21 – Sum 22) | Guided reading is taught consistently across the school. |

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| 2.1 Develop mathematics subject leadership | Maths Co-ordinator-ordinator working across the school | Set up maths team of teachers from each phase. KS1 teachers and lead to complete Maths Mastery programme NCTEM and share findings with staff team. DEPUTY HEAD to mentor Maths Co-ordinator. | Maths Co-ordinator and DEPUTY HEAD (start Aut 21) | Subject knowledge and leadership strengthened across the school. Staff aware of and implement current and best practice in lessons. |
| 2.2 Improve the quality of maths teaching and learning across the school | Variety of planning sources used | Introduce Maths No Problem scheme (research based) Staff training on using Maths No Problem scheme and monitoring of lessons. | Maths Co-ordinator, Maths Team and SENIOR LEADERS. (start Spr 22) | Maths scheme introduced, staff confidence and knowledge improve. In discussion children demonstrate deeper conceptual understanding of number. |
| 2.3 Improve overall outcomes of Y4 multiplication check | 20/21 Average score =16/25 Times tables need to be practiced more rigorously. | Ensure a joined-up approach to teaching multiplication tables throughout LOWER KEY STAGE 2. Set-up TTRS logins for Y2, track usage and follow-up low engagement. Hold parent workshop on TTRS and the Y4 MTC. | Maths Co-ordinator, Y4 teachers and LOWER KEY STAGE 2 Lead. (Spr1 22 – Sum1 22) | Parents engaged in times tables practice support. Tracking data shows improved scores. MTC Average score increases to 20/25. |
| 3.1 Renew and refresh the specialist provision for Specific Learning difficulties PECIFIC | Dyslexia centre manager retiring end of summer 2021 | Appoint specialist teacher in charge of dyslexia. Introduce reading intervention in KS2. Complete Dyslexia screener for Y2's and individual referrals. Re-introduce Dyslexia boxes. | SPECIFIC LEARNING DIFFICULTIES teacher (start Spr1 22 – Sum1 22) | SPECIFIC LEARNING DIFFICULTIES lead appointed and dyslexia friendly practice evident in all classes. Provision made for those identified as needing dyslexia support. Wave 2 intervention in place. |
| 3.2 Renew and refresh SEND provision across the school to reflect changing cohorts and staffing capacity. | Newly appointed Special Educational Needs Co-ordinator in place SEND Self – evaluation completed Summer Term | Appoint SEN T.A's for EHCP/higher SEND. Clarify in-class and out of class provision for SEND (individual/group-based interventions). Provision clearly matched to individual targets. | Special Educational Needs Co-ordinator (start Aut 21) | Staff have a shared understanding of SEND provision. Children with EHCP/higher SEND make visible progress against academic and specific need targets. |
| 3.3 Review and improve the graduated approach. | Assess, Plan, Do, Review (APDR) in place but not consistently applied. | Education Health Care Plan review cycle. Special Educational Needs Co-ordinator to brief staff on APDR. Special Educational Needs Co-ordinator to implement APDR cycle for all with SEND. | HEADTEACHER and Special Educational Needs Co-ordinator (start Spr1 21) | All know APDR approach and timetabled cycle adhered to. |
| 4.1 Improve teacher subject knowledge and confidence to produce accurate outcome judgements in writing | Y2 and Y6 teachers attend LA moderation. | Staff team develop in house generic writing frameworks focussed on key performance indicators. Implement comparative judgement moderation in Y1 – Y6. Source writing exemplars. | DEPUTY HEAD, Literacy Co-ordinator. (Aut2 21 – Spr1 22) | All teachers know national standard for the age range they teach and make accurate writing judgements. |

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| 4.2 Review and improve approach to tracking progress of complex SEND | Progress tracked against age related expectations. Bridging objectives used for some. | EHCP targets broken down into manageable and meaning steps aligned with engagement model. Evaluate and implement tracking systems designed for SEND. | DEPUTY HEAD, SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR, Teachers (start Spr1 21) | Planned steps outline progress of SEND pupils. |
| 5.1 Communicate clearly the intent of the curriculum. | Curriculum statements vary in format and content. | Refresh curriculum intent, implementation and impact statements for all subjects. Map curriculum. | DEPUTY HEAD, Subject leads, (start Spr1 22) | Curriculum intent, implementation and impact is known to all stakeholders. |

Section C. Behaviour & Attitudes

| Intended Outcome | Current Position | Planned Actions 21-22 | Who/start | Intended impact and success criteria |
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| Reduce unauthorised absences | Autumn 1 Unauthorised absences (UA) increased to 12%. | Restate attendance expectations. Monitor UA fortnightly Continue to work with families particularly where there are early signs of unsettled behaviour and low attendance. Early help referrals when needed. | HEADTEACHER, Special Educational Needs Co-ordinator, DEPUTY HEAD (start Aut2 21) | Unauthorised absences % decreases by at least 50%. |
| Improve capacity for reparative practice | Currently pupils referred to Pupil Development Centre. | Reparative training for all staff. Set up pastoral team. | HEADTEACHER, PERSONAL SOCIAL HEALTH EDUCATION Lead, DEPUTY HEAD (start Spr1 22) | Team allocated; capacity increased. Reduced incidents and increased attendance. |

| Section D. Personal Development | | | | |
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| Intended Outcome | Current Position | Planned Actions 21-22 | Who/start | Intended impact and success criteria |
| Introduce comprehensive PERSONAL SOCIAL HEALTH EDUCATION Scheme (include Relationship and Sex Education) | RSE taught through curriculum. Social Emotional Aspects of Learning (SEAL) being used. | Research and evaluate schemes. Implement chosen scheme across the school. Organise training for staff. | PERSONAL SOCIAL HEALTH EDUCATION Lead and SENIOR LEADERS. (start Spr1 22) | Weekly PERSONAL SOCIAL HEALTH EDUCATION lessons taught across the school. Pupil survey shows positive mental health. |
| Further develop pupils' ability to discuss feelings | Zone of regulation training given to teachers. | Research best well-being practice. All classes have zone of regulation materials on display. Train staff new to Lyndhurst | PERSONAL SOCIAL HEALTH EDUCATION Lead, Special Educational Needs Co-ordinator. (start Spr1 22) | Pupils articulate their feelings using shared language associated with zones of regulation. |
| To ensure children and staff understand how to be anti-racist | Black History features in curriculum in places. Through texts in literacy children are taught about activism. Staff team have engaged with unconscious bias training, teachers with race and equality project. | Staff CPD on anti-racist teaching. Children have lessons on anti-racism through PERSONAL SOCIAL HEALTH EDUCATION curriculum. Update staff reference and resource library. | PERSONAL SOCIAL HEALTH EDUCATION Lead, EDI lead, (start Spr1 22) | Children and adults talk about race comfortably. Children and staff aware of inequality in our society. |
| Staff have a knowledge of LGBTQ+ terminology | Relationship education patchy. RRS introduced to staff. | Staff CPD on vocabulary used to describe LGBTQ+ Create reference and resource library. | PERSONAL SOCIAL HEALTH EDUCATION Lead, EDI lead (start Spr1 22) | Staff understand and use language used to describe LGBTQ+. |

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| To ensure there is balanced representation of groups in the curriculum. | Celebration calendar updated. Diversity and inclusion in parts of the curriculum, less so in others. | Celebrate BHM focussing on achievement of Black Britons in Science, Literacy, Art. Review and refresh English and History curriculum– identify where and how black, LGBTQ, Disability experiences are being highlighted Staff collaborate with school community to lead assemblies/events in celebration calendar. Adapt planning guidance to include EDI. Set up EDI team. Promote EDI through social media platforms. | Equality Diversity and Inclusion Lead, PERSONAL SOCIAL HEALTH EDUCATION Lead (start Spr1 22) | History and English books and planning looks show wider representation of the school community. Equality Diversity and Inclusion is celebrated explicitly on social media. School community survey report positively on representation. |
| To increase PTA representation | Attendance at PTA meeting not representative of school community. | PTA collaborates with school on devising strategy. Work with school to identify events in celebration calendar to work on together. | PTA, SENIOR LEADERS (start Spr1 22) | PTA is more diverse in terms of gender and race. |
| Develop the playground environment so that there are more opportunities for high quality structured play and quiet areas. | <ul style="list-style-type: none"> Playground marking adjusted in light of social distancing rules for Covid. Establish supervised zones and rules for use are in place. Outdoor first aid stations partially in place. | Remove Covid-19 playground zones. Appoint permanent midday meal supervisors. Develop structured games and play with sports coach, plan and deliver training for lunchtime staff, work with PTA. Setup quiet areas and reinstate friendship bus stop. Relocate first aid to Old Mersey Classroom. | Playground project lead. Sports coach. School Keeper (start Aut2 21 – Spring2 22) | Consistency of staff during lunch and improved supervision of play spaces. Children have access to specialist provision during break-times. Private space for first aid and quicker turn-around of response to medical issues. |

Section E. Early Years

| Intended Outcome | Current Position | Planned Actions 21-22 | Who/start | Intended impact and success criteria |
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| Review planned curriculum for new early years framework | Staff have had training on new Early Years framework. Best EDI eys practice researched and partially embedded. | Visit other Early Years settings to share good practice. Identify and map key experiences and skills to further reflect the diverse community. Staff training on maths. | EARLY YEARS Phase Leader, EARLY YEARS Team, SENIOR LEADERS, Maths Co-ordinator (start Aut21) | Pupils' learning experiences are enriched and aligned with new framework. Staff are confident to teach planned curriculum. |

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| <p>Ensure outdoor adult-led activities span the breadth of the curriculum</p> | <p>Adult led activities are predominantly indoors.</p> | <p>Ensure adults use a variety of approaches when leading mark making and writing activities outdoors. Monitor planning to ensure adult led outdoor activities cover all curriculum areas. Regular audits of outdoor resources.</p> | <p>EARLY YEARS Phase Leader, EARLY YEARS Team, SENIOR LEADERS (start Spr1 22)</p> | <p>Quality of outdoor provision improves. Children become more independent and demonstrate mark making skills outdoors.</p> |
| <p>Review and evaluate environment to respond to evolving needs and interests of the cohort</p> | <p>Staff have had training on water and sand provision and role play.</p> | <p>Identify developmental needs and under used areas of provision. Adjust provision to offer more challenge and encourage sustained focus and engagement. Build capacity in the team to make appropriate changes.</p> | <p>EARLY YEARS Phase Leader. EARLY YEARS Team, SENIOR LEADERS (start Spr1 22)</p> | <p>Staff know key areas for improvement and plan for development.</p> |